

It is not what you do for  
your children,  
but what you have taught  
them to do for themselves,  
that will make them  
successful human beings.

Ann Landers



# Values Booklet Term 2 2018



*Developing the Profile of the Learner  
as outlined in our  
School Business Plan*



Values provide the framework for our whole lives – they shape our thoughts, feelings and actions. The development of values is a complex, ongoing process but the formative stages occur early in our lives through the influence of home, family, school, community and world issues. Our school focuses on a Value each fortnight and students demonstrating that value are recognised at our Thursday assemblies. A Values Tree where students have their name and the Value written on a leaf is located in the School office. This table focuses on the fortnightly value and has some tips for adults to support children to develop their Values. *Kind regards Shelley Smith (Values Coordinator)*.

Weeks	Strategies
<p><b>One and Two:</b> Courtesy and Consideration</p>	<p><b>Being polite, having good manners and being aware of other people’s wants, feelings and differences.</b></p> <p>Adults can: be a good role model for children. Encourage them to talk to others politely and show care and respect for people.</p> <p>Develop awareness of how one’s behaviours affect others and be considerate in one’s actions.</p> <p>Encourage children to share how others actions can make them feel</p> <p>Do things for others without being asked.</p>
<p><b>Three and Four</b> Self Control</p>	<p><b>Controlling one’s actions and responses</b></p> <p>Adults can: model self control. Discuss instances where people don’t exercise self control and the effect it has on others.</p> <p>After an incident discuss how the child could behave next time and what they could do differently.</p>
<p><b>Five and Six</b> Independence</p>	<p><b>Able to think and act without help from others.</b></p> <p>Adults can: allow children to make choices and decisions and recognise their opinions-at age appropriate level.</p> <p>Listen to and respect children’s words and ideas, which models collaboration and cooperation and shows that we recognise children’s capabilities</p> <p>Provide opportunities for them to attempt tasks at age appropriate level.</p> <p>Build self esteem, identity and wellbeing through positive interactions and address issues of concern.</p> <p>Independence contributes to the development of self-esteem, identity and wellbeing. Doing something for yourself produces a powerful sense of achievement and success. When children have opportunities to make choices, to attempt tasks for themselves, and to take on increasing responsibilities, their sense of themselves as competent members of society grows.</p>
<p><b>Seven, Eight, Nine</b> Challenge and Inquiry</p>	<p>Inquiry implies involvement that leads to understanding. Involvement in learning implies <i>possessing skills and attitudes</i> that permit you to seek resolutions to questions and issues while you construct new knowledge. Inquiry learning involves several factors: a context for questions, a framework for questions, a focus for questions, and different levels of questions. Well-designed inquiry learning produces knowledge formation that can be widely applied. Adults can encourage children to ask questions and find out the answers.</p> <p>Supporting and encouraging them when they are curious and interested in a range of topics will also assist inquiry learning.</p> <p>Model learning and be a life long learner yourself. Admit if you don’t know and find out– showing children how you go about this.</p>

Weeks	Strategies		
<p><b>Term 2 2018</b></p> <p><b>One and Two:</b></p> <p><b>Courtesy and Consideration</b></p>	<p>Being polite, having good manners and being aware of other people's wants, feelings and differences.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• shows respect towards others.</li> <li>• display good manners when talking or eating.</li> <li>• make requests not demands.</li> <li>• address adults and peers in a respectful manner.</li> <li>• identify people and actions who/which are considerate and inconsiderate.</li> </ul>	<p>Adults:</p> <ul style="list-style-type: none"> <li>• be a good role model for children.</li> <li>• encourage them to talk to others politely and show care and respect for people.</li> <li>• develop awareness of how one's behaviours affects others and be considerate in one's actions.</li> <li>• encourage children to share how others actions can make them feel.</li> <li>• do things for others without being asked.</li> </ul>
<p><b>Three and Four</b></p> <p><b>Self Control</b></p>	<p>Controlling one's actions and responses.</p>	<p>Students:</p> <p>learn strategies to make positive choices and to control anger so they resist doing things that are not good for them or for others.</p> <p>learn to 'code switch' so their behaviors are appropriate for the context they are in.</p> <p>learn to be aware of what they say and how they say it– recognising sometimes they should say nothing.</p>	<p>Adults:</p> <ul style="list-style-type: none"> <li>• model self control.</li> <li>• discuss instances where people don't exercise self control and the effect it has on others.</li> <li>• after an incident discuss how the child could behave next time and what they could do differently.</li> </ul>

<p><b>Five and Six</b></p> <p><b>Independence</b></p>	<p>Being able to think and act without influence from others.</p> <p>Independence contributes to the development of self-esteem, identity and wellbeing. Doing something for yourself produces a powerful sense of achievement and success. When children have opportunities to make choices, to attempt tasks for themselves, and to take on increasing responsibilities, their sense of themselves as competent members of society grows.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Attempt age appropriate activities and tasks without assistance.</li> <li>• Explore your surroundings.</li> <li>• Be actively involved in everything at home and school and take a positive and interested role.</li> <li>• Try to do new and interesting things with the support of your family and peers.</li> </ul>	<p>Adults:</p> <ul style="list-style-type: none"> <li>• Allow children to make choices and decisions and recognise their opinions- at age appropriate level. Listen to and respect children's words and ideas, which models collaboration and cooperation and shows that we recognise children's capabilities</li> <li>• Provide opportunities for them to attempt tasks at age appropriate level.</li> <li>• Build self esteem, identity and wellbeing through positive interactions and address issues of concern.</li> </ul>
<p><b>Seven, Eight, Nine</b></p> <p><b>Challenge and Inquiry</b></p>	<p>Inquiry implies involvement that leads to understanding. Furthermore, involvement in learning implies <i>possessing skills and attitudes</i> that permit you to seek resolutions to questions and issues while you construct new knowledge.</p> <p>Inquiry learning involves several factors: a context for questions, a framework for questions, a focus for questions, and different levels of questions. Well-designed inquiry learning produces knowledge formation that can be widely applied.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Can ask questions and find out about topics of interest and those they are learning about.</li> <li>• Develop a range of skills to support their inquiry eg internet, books, peers</li> <li>• Support other learners to find out about as much as they can.</li> </ul>	<p>Adults: encourage children to ask questions and find out the answers. They can challenge them to apply their knowledge in a range of contexts eg shopping centre, park, backyard, playground, classroom.</p> <p>Support and encourage them when they are curious and interested in a range of topics will also assist inquiry learning.</p> <p>Model learning and be a life long learner yourself. Admit if you don't know and find out- showing children how you go about this.</p>